

## Curriculum Map

### Year 5

#### Autumn (i) - Maya Masquerade

| Core Texts                                                                                               | Kids' Café Options<br>Entrepreneurial Curriculum | Big Outcome Options<br>Entrepreneurial Curriculum | Educational Visit opportunities                                                                                                                                                                                            |
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| Middleworld (read to prepare for next half term)<br>The Chocolate Tree<br>Rain player<br>The Kaypok Tree |                                                  |                                                   | <a href="#">School Workshops - Maya Archaeologist - Dr Diane Davies</a><br><br><a href="#">Freshwater Theatre Company - Drama Workshop - Mayan Civilization</a><br><br><a href="#">British Museum - Mayan Civilization</a> |

| Science<br>Earth and Space                          | R.E.<br>Hinduism                                                                                                                                                                | History<br>A non-European society contrasted with British history – Mayan Civilization c C.E. 410 and C.E. 1066 and the Anglo-Saxons                                                                                                              | Geography<br>Locational Knowledge<br>Human and Physical<br>Resources and Features                                                                                                                         | Art<br>Sculpture                                                                                                                                                                  | D.T.                                                                                                                                                                                  |
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| Line of enquiry                                     | How does the movement of The Earth influence our lives?                                                                                                                         | Why is the natural world significant to Hindus?                                                                                                                                                                                                   | Were Anglo-Saxon and Maya farming techniques similar?                                                                                                                                                     | Why is the Equator important to both geographers and scientists?                                                                                                                  | Can intricate patterns and textures create expressions?                                                                                                                               |
| Substantive Knowledge<br><b>Learning Intentions</b> | To know and describe the movement of the Earth, and other planets, relative to the Sun in the Solar System.<br>To know and describe the movement of the Moon relative to Earth. | To know the significance of the natural world to Hinduism and how this influences beliefs and practices such as ahimsa and vegetarianism.<br>To recall some forms of the Hindu God, Brahma.<br>To know the 4 Ashramas – stages in a Hindu's life. | To use spaced practice to recall learning about The Anglo-Saxons and Vikings (retrieval using artefacts).<br>To recall what Anglo-Saxon life in a village was like.<br>To recall how Anglo-Saxons farmed. | To use a globe to compare ocean and landmass.<br>To know the physical features on Earth which can be seen from outer space.<br>To know the position and significance of latitude, | To know the names of two artists who specialise in sculpture and mask making.<br>To research Maya masks, their purpose, shape and design, noticing, copying and manipulating designs. |

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|                    | <p>To know the Sun, Earth and Moon are approximately spherical bodies.</p> <p>To explain day and night and apparent movement of the Sun across the sky using knowledge about the Earth's rotation.</p> <p>To identify scientific evidence which has been used to support or refute theory.</p> | <p>To know the universe's endless cycle of creation, preservation and destruction.</p> <p>To explain the relationship between the natural world, the 4 Ashramas and the universe's endless cycle of creation, preservation and destruction.</p>                                                                                                        | <p>To know the location of Maya settlements and what Mayan ruins tell us about them.</p> <p>To explain Mayan writing systems and calendars (linked to the Solar System).</p> <p>To explain why farming was so important to the Maya.</p> <p>To know about Maya crime and punishment.</p> <p>To explain why we remember Lady Six Sky – the Mayan queen.</p>                                             | <p>longitude and The Equator.</p> <p>To research Time Zones and link to day and night (science).</p> <p>To know the location of Maya settlements and why they required reservoir creation, filtration and purification systems.</p> | <p>To design masks using intricate patterns and textures to create an expression, emotion or appearance.</p> <p>To transform 2 D. to 3 D. images through deliberate design, layering and use of different materials.</p> <p>To layer materials to create dimension.</p> <p>To use the pinch and coil methods when manipulating and joining clay.</p> <p>To finish sculpture to ensure longevity (painting, varnishing, fixative).</p> |  |
| Portable Knowledge | <p>The movement of the Earth relative to the Sun.</p> <p>The movement of the Moon relative to the Earth.</p> <p>The movement that the Sun, Earth and Moon are approximately spherical bodies.</p> <p>To explain day and night.</p>                                                             | <p>To know that ahimsa is the belief that Hindus should respect all living things and believe in non-violent protest. This is why many Hindus are vegetarian.</p> <p>The 4 Ashramas are the stages in a Hindu's life.</p> <p>Hindus believe in the universe's endless cycle of creation, preservation and destruction which the 4 Ashramas mirror.</p> | <p>Anglo-Saxons farmed using simple ploughs and kept animals. Nobody owned land.</p> <p>Maya ruins tell us the Maya were highly civilised and knew how to irrigate water which helped with farming. (settlements were not all near to rivers).</p> <p>Maya punishments were brutal. They sacrificed humans to their Gods and supported slavery.</p> <p>Lady Six Sky was a Mayan queen and warrior.</p> | <p>The ocean makes up 71% of our planet.</p> <p>Time Zones around the world.</p> <p>The reservoir creation, filtration and purification systems of the Ancient Maya and reasons for these.</p>                                      | <p>The purpose of Maya masks and how this influences their design.</p> <p>The intricate patterns and textures and how they can be applied to clay.</p>                                                                                                                                                                                                                                                                                |  |

| Science                                             | R.E.                                                                                                                                                                                                           | History                                                                                                                                                                                | Geography                                                                                                              | Art                                                                                                                     | D.T.                                                                                                                                                              |
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| Additional Content Linked to our Context and Values | Being so close to the Royal Observatory (Greenwich) children to have experience of visiting the location and deepening their understanding of how the Earth rotates and how this impacts on their daily lives. | Any followers of the Hindu faith in class and/or school to share their experiences;<br><br>How their views of the natural world around them compare to the significance held by Hindus | How did the daily life of someone in Ancient Mayan times compare to their daily lives and/or the lives of people today | Link to the Royal Observatory with the Meridian Line as part of the visit and instil the significance of this location; | Link to locally recyclable materials;<br>Research use of masks and identify any links to the school values;<br>Can they create a mask linked to their own values? |

| Science                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | R.E.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | History                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Geography                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Art                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | D.T. |
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| <p>Threads (returning concepts) Disciplinary Knowledge</p> <p><b>Cause and Effect</b><br/>The movement of the Earth in relation to the Sun.</p> <p><b>Variation</b><br/>Comparing the time of day at different places on the Earth.</p> <p><b>Structure and Function</b><br/>Using the idea of the Earth's rotation to explain day and night and apparent movement of the sun across the sky.</p> <p><b>Observing</b><br/>(via technology) how planets orbit the sun, the moon orbits the Earth and the Earth rotates on its axis; observe how the sun 'travels' across the sky throughout the day and give scientific reason;</p> <p><b>Predicting</b><br/>where a shadow may be at different times of the day and why;</p> <p><b>Quantifying</b></p> | <p><b>Belonging</b><br/>Identifying with a religion and its core principles and beliefs.</p> <p><b>Identity</b><br/>Making links between values and commitments, and their own attitudes and behaviour.</p> <p><b>Diversity</b><br/>Developing an understanding of practices, beliefs, feelings and ideas</p> <p><b>Theology</b><br/>How the importance of the natural world influences key Hindu beliefs;</p> <p><b>Human / Social Sciences</b><br/>How the natural world influences society and how this compares to the key Hindu beliefs</p> <p><b>Philosophy</b><br/>How the most up to date research links with the</p> | <p><b>Chronology</b><br/>Understanding the chronology of The Mayan civilization.</p> <p>Place the Anglo-Saxons, Vikings and Maya on a world timeline- where there is overlap, discuss similarities and differences in civilisations</p> <p><b>Crime and Punishment</b><br/>Maya legal system - intentional and accidental acts</p> <p><b>Pioneering Women</b><br/>The role of significant females - Maya Queen, Lady Six Sky.</p> <p><b>Diversity</b><br/>Understanding how linguistic diversity developed among the various Maya peoples.</p> <p><b>Constructing the past</b><br/>How life compared between Anglo-Saxons,</p> | <p><b>Place, Space &amp; Scale</b><br/>Develop a 'sense of place, space and scale' through locational knowledge and an understanding of ocean and landmass on a range of map and photographic representations e.g. from space.</p> <p>Deepen understanding of Planet Earth.</p> <p>Going from the global (oceans and landmass) to local (Mayan settlements); how the Mayans used the space to create reservoirs for water</p> <p><b>Cultural Understanding and Diversity</b><br/>Explore the diversity of places, focusing on how people and places are represented in different ways. Explore the impact</p> | <p><b>Representation</b><br/>Using recycled, natural and man-made materials to create Maya masks to share and develop knowledge creating dimension.</p> <p><b>Diversity</b><br/>Explore artists' work from a range of ethnic backgrounds and cultures..</p> <p><b>Generating Ideas</b><br/>Researching ancient Mayan masks- identify how animal imagery is used; different purposes for a mask and use these ideas to generate their own mask with its own message</p> <p><b>Formal Elements</b><br/>manipulation of clay; pinching and rolling; how to move from 2D to 3D; joining clay in other ways</p> |      |

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|  | <p>measure length and position of the shadow formed;</p> <p><b>Controlling Variables</b><br/>Standing in the same place throughout the day to track the sun's position in the sky;</p> <p><b>Interpreting and Inferring</b><br/>Interpreting results</p> <p><b>Forming Conclusions</b><br/>Drawing conclusions from the investigations we have done combined with our scientific knowledge</p> | <p>importance of the natural world and how this latest understanding links with Hindu beliefs</p> | <p>Vikings and Maya; and suggest reasons for this</p> <p><b>Cause and Effect</b><br/>Comparison between Anglo-Saxon and Mayan farming and what effect this had on their way of life; developments of calendars and time</p> <p><b>Significance and Interpretation</b><br/>Using sources of evidence to interpret calendars in the past and compare them to now.</p> <p><b>Historical Enquiry</b><br/>Following a line of enquiry to find out more about farming and how time was tracked in the past and how this has changed over time.</p> <p><b>Using sources of Evidence</b><br/>Using primary and secondary sources to follow a line of enquiry</p> | <p>of time zones and deepen understanding of life across the globe.</p> <p><b>Human and Physical Processes</b><br/>How humans interact with the land- Mayan filtration systems; how latitudes are used to create time zones</p> <p><b>Environmental Interaction and Sustainable Development</b><br/>How the Mayans created a sustainable environment by the way they utilised the land;</p> <p><b>Map reading and Interpreting Skills</b><br/>Reading varying scaled maps related to time zones; interpreting how time zones can be read and why;</p> <p><b>Geographical Fieldwork</b><br/>Theoretical time zone activities showing understanding of how they work.</p> | <p><b>Pencil and Brushstrokes</b><br/>Sketching ideas on plans for their own masks</p> <p><b>Colour, shade, tone and tint</b><br/>Colour mixing and palettes- what colours would be available to the Mayans- how did they make the different colours?</p> <p><b>Learning from other artists</b><br/>Research masks from the Mayan period as well as researching contemporary artists who create masks from recyclable materials e.g. Darrell Wakelam</p> <p><b>Learning from evaluation</b><br/>Use of art books and evaluation of self and others throughout</p> |  |
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| Vocabulary | <p><u><b>CORE WORDS</b></u><br/>Solar System<br/>spherical bodies<br/>rotation<br/>refute</p> <p>movement<br/>planets<br/>Earth</p> | <p><u><b>CORE WORDS</b></u><br/>Brahma<br/>Ashramas<br/>preservation<br/>ahimsa</p> <p>destruction<br/>creation<br/>natural world</p> | <p><u><b>CORE WORDS</b></u><br/>ruins<br/>crime and punishment<br/>intentional</p> <p>farming<br/>village<br/>settlements</p> | <p><u><b>CORE WORDS</b></u><br/>landmass<br/>Time zones<br/>latitude<br/>longitude</p> <p>filtration<br/>purification<br/>magnification</p> | <p><u><b>CORE WORDS</b></u><br/>layering<br/>pinch and roll<br/>dimension</p> <p>sculpture<br/>manipulate<br/>transformation<br/>malleable</p> |  |
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| Opportunities for interlacing | <p>History is the key driver for this half term as children recall learning of the Anglo-Saxons from last year and about early civilization in England and compare and contrast with the Ancient Maya. Although every subject should be taught discretely with core knowledge and skills taught explicitly, there is much scope for elaboration across subjects to support deep learning and longer term recall should be actively sought, returning to knowledge gained last half term, before continuing to elaborate on the long lasting impact of these civilizations on today's society. Children's sense of chronology is further developed and core concepts, such as, pioneering women and crime and punishment are pursued through historical enquiry. Children are encouraged to consider changing values through different perspectives and the role of children in Maya society should also be studied. In art, children design and make Maya masks reflecting on their historical knowledge. Although there are some opportunities to make connections between science (Earth and Space) and history (The Mayan calendar based on The Solar System), this is not the main focus of the science teaching sequence. Children learn about The Moon, The Earth and The Sun. R.E. is taught discretely. P.E. is taught through P.E. Champions; as ever, children should be encouraged to be aware of their bodies and the importance of physical exercise. Music is taught through Charanga but will include opportunities to listen to Ancient Maya traditional music.</p> |                               |                                                                                                                                                                      |  |  |  |
| Modelled Outcomes             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Explanation<br>The 4 Ashramas | <p>Myth linked to the text:<br/>The Chocolate Tree or<br/>Rain Player</p> <p>Playscript linked to the text:<br/>The Chocolate Tree</p> <p>Biography Lady Six Sky</p> |  |  |  |

P.S.H.E. is taught through the Dimensions Scheme of Work; P.E. is taught through P.E. Champions; Music is taught through Charanga

### Autumn (ii) - Down to Earth

| Core Texts                                                                                      | Kids' Café Options<br>Entrepreneurial Curriculum | Big Outcome Options<br>Entrepreneurial Curriculum | Educational Visit opportunities                       |
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| <b>Middleworld</b><br><b>The Chocolate Tree</b><br><b>Rain player</b><br><b>The Kaypok Tree</b> |                                                  | <b>Maya Masquerade</b>                            | <b>Science Museum- space and forces opportunities</b> |

|                                                            | Science<br>Forces                                                                                                                                                                                                                                                                                                                                                      | R.E.<br>Buddhism                                                                                                                                                                                                                                                                                                                                       | History<br>A non-European society<br>contrasted with British<br>history – Mayan<br>Civilization c C.E. 900 and<br>the Anglo-Saxons                                                                                                                                                                                      | Geography<br>Place knowledge                                                                                                                                                                                                                                                                                                                                      | Art<br>Sculpture                                                                                                                                                                                                                                                                                                                                                         | D.T.<br>Frame Structures                                                                                                                                                                                         |
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| Line of enquiry                                            | Why is gravity and up<br>thrust important for life<br>on Earth?                                                                                                                                                                                                                                                                                                        | How do the Buddha's<br>stories help Buddhists<br>to live their lives?                                                                                                                                                                                                                                                                                  | What are the<br>achievements of the<br>Maya?                                                                                                                                                                                                                                                                            | What can you find out<br>about Yucatán<br>Peninsula?                                                                                                                                                                                                                                                                                                              | How can we recycle<br>material to make<br>sculptures?                                                                                                                                                                                                                                                                                                                    | How can we make a<br>frame for display?                                                                                                                                                                          |
| <b>Substantive Knowledge</b><br><b>Learning Intentions</b> | To know that unsupported objects fall towards The Earth because of the force of gravity acting between The Earth and the falling object.<br>To know the effects of air resistance, water resistance and friction that act between moving surfaces.<br>To know that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a great effect. | To know the key aspects of Buddhism, especially the Buddha, the Buddha's stories and how the teachings influence the beliefs and values of all Buddhists.<br>To know the teachings and examples of the Buddha help Buddhists towards enlightenment.<br>To know that practices stem from, and are intricately linked to, Buddhist beliefs and teaching. | To know the achievements of the earliest civilizations.<br>To know the impact of Maya achievements on life today.<br>To know how to produce Maya chocolate following authentic recipes to be sold at the Big Outcome.<br>To know the decline of the Maya civilization.<br>To know the concept of continuity and change. | To know that, unlike Anglo-Saxon settlements which were always near to rivers, Maya cities were not always which required reservoir creation, filtration and purification systems which did not exist in Europe at that time.<br>To know the geographical similarities and differences through the study of human and physical geography of a region within North | To know the names of artists specialising in sculpture and mask making.<br>To know how to use recycled, natural and man-made materials to create sculptures.<br>To know how to layer materials to create dimension.<br>To know the process of transformation from 2 D. to 3 D.<br>To know how to produce intricate patterns and textures in malleable materials using an | To know how to accurately measure, saw, join and finish 3 D. frame structures to present Mayan masks. Frames can be free standing or wall mountable to complement the mask in line with a set of clear criteria. |

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|                    |                                                                                                                                                                                                                             |                                                                                                                                                                                         |                                                                                                                                                                                                                                                             | America - Region: Yucatán Peninsula.<br>To compare this region to South East England and give reasons for differences.<br>To know how humans interact with the environment and reasons for this.                                                                                                                                      | appropriate section of tools.<br>To use art books to follow a process of research, design, deliberate practice and final detailed plans.<br>To know how to create and finish Maya masks. |                                                        |
| Portable Knowledge | Gravity is the force that keeps all objects on Earth. Up thrust is the opposing force stopping objects from being pushed into Earth.<br>Air resistance, water resistance and friction slows down or stops movement (force). | The teachings of the Buddha influence all Buddhists. Enlightenment is when a person becomes a Buddha as they have seen the light / truth (they no longer need guidance on how to live). | Maya achievements include the science of astronomy, calendar systems and hieroglyphic writing. They built elaborate cities using stone. They had complex reservoir creations, water filtration and purification systems. They used cocoa to make chocolate. | Maya cities were not always near to a river. The Yucatán Peninsula is mostly plane and is dominated by limestone bedrock and, as a result, there is very little surface water. It is covered with caves and sinkholes called Cenotes which were considered sacred and ceremonial places. They were a source of sweet and clean water. | The purpose of Maya masks and how this influences their design. The intricate patterns and textures and how they can be applied to clay.                                                 | How to measure, saw, join and finish frame structures. |

|                                                     | Science                                                                     | R.E.                                                                                                                           | History                                                                                                                                                                             | Geography                                                                                                                                                                                                                                      | Art                                                                                                                                                                         | D.T.                                                                                                                                                          |
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| Additional Content Linked to our Context and Values | Build upon experiences the children have had in previous years with forces; | Any children or families that follow the Buddhist faith to share their daily lives and beliefs to bring the theory to reality. | What has changed in their lifetime? What has stayed the same? Link to the Queen's death and the impact of this on society- how does the decline of a civilisation impact on people? | Comparing settlements in Mayan times to their own local area - what is similar and what is different? How do we interact with the environment that is similar and different? Can we learn anything from how the Mayans used their environment? | Why do we have masks today? What are they for? e.g. COVID masks, dress up masks etc How are the purposes for these masks similar/different to the purposes for Mayan masks? | What do we frame? Why? How can we create a frame fitting for the masks? What does framing something mean to them? Aspiration, respect coming to the forefront |

|                                                           | Science                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | R.E.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | History                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Geography                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Art                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | D.T.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
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| Threads<br>(returning concepts)<br>Disciplinary Knowledge | <p><b>Cause and Effect</b><br/>Understand how the process of gravitational pull is affected by resistance.<br/>Identify how a smaller force (e.g. levers) can have a great effect.</p> <p><b>Structure and Function</b><br/>Understand the structure and function of air resistance, water resistance and friction to see the changes and adaptations of mechanisms for cause and effect.</p> <p><b>Energy and process</b><br/>Understand the link with all forces as a transfer of energy</p> <p><b>Observing</b><br/>what happens when air or water resistance comes into play between moving objects; the effect when mechanisms are involved</p> <p><b>Predicting</b><br/>make predictions as how what effect different forces will have on falling objects as well as how different mechanisms will impact a moving object</p> <p><b>Quantifying</b><br/>accurate measurements e.g. time it takes an object</p> | <p><b>Belonging</b><br/>Identifying with a religion and its core principles and beliefs. The Buddha's stories and how the teachings influence the Buddhists' beliefs and values.</p> <p><b>Identity</b><br/>Making links between values and commitments, and their own attitudes and behaviour.</p> <p><b>Diversity</b><br/>Developing an understanding of practices, beliefs, feelings and ideas.</p> <p><b>Theology</b><br/>How stories studied for messages and how these influence the beliefs of Buddhists</p> <p><b>Human / Social Sciences</b><br/>How humans interact with each other- whether there are links between societal norms and Buddhist teaching</p> <p><b>Philosophy</b><br/>Is there a link with Buddhist beliefs and 'right from wrong'?</p> | <p><b>Chronology</b><br/>Understanding the chronology of The Mayan civilization.</p> <p><b>Change and Continuity</b><br/>The impact of Maya achievements on life today.</p> <p><b>Diversity</b><br/>Understanding how linguistic diversity developed among the various Maya peoples. Understanding the time period, attitudes and events which influence thinking today.</p> <p><b>Significance and Interpretation</b><br/>Using sources of evidence to interpret events within the Mayan timeline.</p> <p><b>Historical Enquiry</b><br/>Following a line of enquiry to find out more about the Mayan way of life</p> <p><b>Using sources of Evidence</b><br/>Using primary and secondary sources to follow a line of enquiry</p> | <p><b>Place, Space and Scale</b><br/>Using maps and photographic representations of a range of scales, compare how space is used in both localities, and the sense of place the people share.</p> <p><b>Environmental Interaction and Sustainable Development; Human and Physical processes</b><br/>Develop a deeper understanding of the dynamic interrelationships between physical and human accounts of the world: economically, socially and environmentally.</p> <p><b>Cultural Understanding and Diversity</b><br/>Explore the diversity of places, focusing on how people and places are represented in different ways.</p> <p><b>Map reading and Interpreting Skills</b><br/>Maps of a range of scales and representations including historical</p> | <p><b>Representation</b><br/>Using recycled, natural and man-made materials to create Maya masks to share and develop knowledge creating dimension.</p> <p><b>Diversity</b><br/>Explore artists' work from a range of ethnic backgrounds and cultures.</p> <p><b>Generating Ideas</b><br/>Look at examples of Mayan masks from history and identify the different elements; use this research to design their own</p> <p><b>Formal Elements</b><br/>folding, cutting, joining different recycled materials (Darren Wakelam examples for ideas)</p> <p><b>Colour, shade, tone and tint</b><br/>Colour mixing and palettes- what colours would have been available to Mayan people? How can we find chosen colours in nature now?</p> <p><b>Learning from other artists</b></p> | <p><b>Representation</b><br/>Using materials to create frames to complement Mayan masks in line with a set of clear criteria.</p> <p><b>Diversity</b><br/>Design and make products within a variety of contexts, considering their own and others' needs, wants and values.</p> <p><b>Target Audience and Success Criteria</b><br/>The masks are the 'audience' and people viewing the masks are also the audience; success criteria include 'strong, durable, aesthetically pleasing'</p> <p><b>Design and Functionality</b><br/>function is to house a 3D mask; design needs to be strong, could be simple or elaborate- children to give reasons for which style they go for</p> <p><b>Make using tools and technical knowledge</b><br/>joining methods depending on the material chosen for the frame e.g. wood would need to be joined differently to cardboard- children can research the different options for this</p> |



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|  | <p>to fall or how the size of a pulley affects the force needed to lift an object</p> <p><b>Controlling Variables</b><br/>Only changing one variable and explaining why with scientific knowledge</p> <p><b>Interpreting and Inferring</b><br/>Interpreting results</p> <p><b>Forming Conclusions</b><br/>Drawing conclusions from the investigations we have done combined with our scientific knowledge</p> |  |  | <p>maps; what does each map tell us about the area? How is this helpful? What questions and answers can we find using these maps?</p> <p><b>Geographical Fieldwork</b><br/>Based on findings from studying historical maps of the Mayan settlements, carry out local fieldwork to find out answers to the same questions for our 'local' area</p> | <p>Darren Wakelam for examples</p> <p><b>Learning from evaluation</b><br/>Use of art books and evaluation of self and others throughout</p> | <b>Evaluation throughout</b> |
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| Vocabulary | <p><u><b>CORE WORDS</b></u><br/> <b>resistance</b><br/> <b>friction</b><br/> <b>levers and pulleys</b><br/> <b>up thrust</b></p> <p>gravity<br/> falling objects<br/> air resistance<br/> water resistance<br/> mechanisms<br/> surfaces<br/> effects</p> | <p><u><b>CORE WORDS</b></u><br/> <b>Buddhist/m</b><br/> <b>enlightenment</b><br/> <b>practices</b></p> <p>beliefs<br/> teachings<br/> stories<br/> influence</p> | <p><u><b>CORE WORDS</b></u><br/> <b>decline</b><br/> <b>authentic</b><br/> <b>continuity</b></p> <p>achievements<br/> impact<br/> change<br/> interpret<br/> perspective</p> | <p><u><b>CORE WORDS</b></u><br/> <b>reservoir creation</b><br/> <b>filtration system</b><br/> <b>purification system</b></p> <p>settlement<br/> interaction<br/> environment<br/> geographical<br/> Yucatán Peninsula<br/> Region<br/> Cenotes</p> | <p><u><b>CORE WORDS</b></u><br/> <b>malleable</b><br/> <b>interpret</b><br/> <b>purpose</b></p> <p>sculpture<br/> layering<br/> dimension</p> | <p><u><b>CORE WORDS</b></u><br/> <b>frame</b><br/> <b>showcase</b><br/> <b>free standing</b><br/> <b>mountable</b></p> <p>join<br/> accurate<br/> measure<br/> complement</p> |
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| Opportunities for interlacing | <p>History continues to be the key driver for this half term as the focus is now on the long term impact of the Maya and why we remember them. Of course, children will also be able to confidently compare them with the Anglo-Saxons to ensure knowledge is embedded within the long-term memory. Although every subject should be taught discretely with core knowledge and skills taught explicitly, there is much scope for elaboration across subjects to support deep learning and longer term recall including in art and design technology. Children will learn about gravity in science and R.E. is taught discretely; children learn about Buddhism with a particular focus on enlightenment. P.E. is taught through P.E. Champions; as ever, children should be encouraged to be aware of their bodies and the importance of physical exercise. Music is taught through Charanga but will include opportunities to listen to and compose traditional Maya sounds.</p> |  |                                                                                                                                                               |  |  |  |
| Modelled Outcomes             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  | <p>Instructions</p> <p>The making of Maya chocolate</p> <p>Non-chronological report about The Maya</p> <p>Adventure story linked to the text: Middleworld</p> |  |  |  |

P.S.H.E. is taught through the Dimensions Scheme of Work; P.E. is taught through P.E. Champions; Music is taught through Charanga

### Spring (i) - Ancient Egypt – One of the Earliest Civilizations

| Core Texts                                                                                                                                                 | Kids' Café Options<br>Entrepreneurial Curriculum | Big Outcome Options<br>Entrepreneurial Curriculum | Educational Visit opportunities                                                                                                           |
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| <b>Secrets of a Sun King</b><br><b>Ancient Egypt – Tales of Gods and Pharaohs</b><br><b>So You Think You've Got it Bad – A Kid's Life in Ancient Egypt</b> |                                                  |                                                   | <b>British Museum- Egyptian rooms</b><br><b>Natural History Museum- human body exhibit</b><br><b>Nurse/Dr visit to talk about puberty</b> |

|                                                     | Science<br>Animals Including<br>Humans                                                                                                                                                                                    | R.E.<br>Christianity<br>Jesus Christ<br>The human and divine                                                                                                                                                                                                                                                                                                                                                      | History<br>A Non-European early<br>civilisation contrasted<br>with British history<br>Ancient Egyptians                                                                                                                                                                                                                                                                                          | Geography<br>Locational Knowledge<br>Human and Physical<br>geography; Geographical<br>skills and fieldwork                                                                                                                                                                                                                                                                                                                              | Art<br>Mixed Media Portraits<br>Drawing                                                                                                                                                                                                                                                                                                                          | D.T.<br>Mechanical Systems<br>Pulleys or Gears                                             |
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| Line of enquiry                                     | What are the stages of growth in human beings?                                                                                                                                                                            | What is the significance of The Holy Trinity?                                                                                                                                                                                                                                                                                                                                                                     | What are the achievements of the Ancient Egyptians?                                                                                                                                                                                                                                                                                                                                              | What are the main physical and human features of (Ancient) Egypt?                                                                                                                                                                                                                                                                                                                                                                       | Can we draw portraits in the style of The Fayum Mummy Portraits?                                                                                                                                                                                                                                                                                                 | Can we create a pulley system for moving bricks in the same way the Ancient Egyptians did? |
| Substantive Knowledge<br><b>Learning Intentions</b> | To know the changes as humans develop into old age.<br>To know the changes experienced in puberty.<br><br>This should focus on the stages in the growth and development of humans and the changes experienced in puberty. | To know the significance of The Holy Trinity.<br>To know that Christians believe Jesus is the Son of God.<br>To know that Christians believe the celebrations Christmas and Easter are evidence of Jesus' birth and death/resurrection.<br>To know that Christians believe Jesus' life and death helps them to have a relationship with God.<br>To know the stories about Jesus' life- his temptations (Jesus was | To know the achievements of The Ancient Egyptians.<br>To know that impact of these achievements on life today.<br>To know the concept of continuity and change.<br>To know that agricultural and irrigation systems.<br>To know that the invention of the calendar.<br>To know about Ancient Egyptian construction (the pyramids).<br>To know about art and writing (papyrus and hieroglyphics). | (Interwoven with history)<br>To know how to locate Egypt on a world map. To know the influence that the Ancient Civilisation had on a global scale.<br>To know the key features of the location and know whether they are human or physical.<br>To discuss how advanced the Ancient Egyptian human geographical systems were in relation to other civilisations around the world<br>To know the impact and legacy the Ancient Egyptians | To know the names of two different artists specialising in drawing portraiture such as Franco Clun and Giacomo Burattini.<br>To know the Fayum Mummy Portraits.<br>To know how to use a variety of dry media to make marks, lines, patterns and shapes within a drawing.<br>To know how to use different techniques for a purpose including shading and hatching | Create a pulley system for moving bricks in the way Ancient Egyptians may have done.       |

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|                    |                                                                                                                 | in the desert for 40 days and nights) and baptism, miracles and acts of healing.<br>To know that Christians believe Jesus was resurrected and why Christians believe this to be important.                                                                                              | To know how to make comparisons with British early societies.                                                                                                                                                                                                   | had and have on modern society today linked with human and physical geography.                                                                                                                                                                                                             | using graded pencils and other media.<br>To develop a personal style using tonal contrast.<br>To know how to use perspective.<br>To know how to create portraits of Ancient Egyptians and Pharaohs.                                |                                                                    |
| Portable Knowledge | The changes in human beings as they get older.<br>The changes experienced in adolescence for males and females. | The Holy Trinity is God as the Father, the Son and the Holy Spirit.<br>Jesus was present on Earth and suffered as a man, including the temptations faced by all human beings.<br>Christians believe Jesus Christ's resurrection showed that he defeated death proving life after death. | Ancient Egyptian achievements include: pyramid construction; hieroglyphic writing; calendars and irrigation systems (compare to the Maya) as well as ink, make-up and toothpaste.<br><br>British early societies were not as advanced as the Ancient Egyptians. | The main physical features of Ancient Egypt include the River Nile, the Nile Delta and the desert. Human features include the pyramids, temples, sphinxes and obelisks.<br>The Ancient Egyptians' ability to adapt to the conditions of the Nile Valley for agriculture supported society. | The Fayum Mummy Portraits are a type of naturalistic painted portrait on wooden boards attached to upper class mummies from Roman Egypt.<br>Use a variety of dry media to make marks, lines, patterns and shapes within a drawing. | Pulleys and levers allow a smaller force to have a greater affect. |

|                                                     | Science                                                                                                                                                                                                                                                                            | R.E.                                                                                                                                                                                                                                                                              | History                                                                                                                                                                                                                                             | Geography                                                                                                                                                                                                                                                                                                                        | Art                                                                                                                                                                                                                                                                                                     | D.T.                                                                                     |
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| Additional Content Linked to our Context and Values | What changes have they already started to notice? Be sensitive to feelings of embarrassment as well as possible misconceptions from what they have been told in response to questions asked from family, friends etc Be very clear about the biological changes, whereas emotional | Do they have experience of Christmas and/or Easter- how do they celebrate? Does it link in any way to the religious origins?<br>How do we celebrate birth and death? How are these linked to Christianity? E.g. baptism, funerals etc Be mindful that death may bring up personal | What inventions from the Ancient Egyptians do THEY use? How have these inventions become part of everyday life? How have they made our lives easier? What was happening in British societies at the same time in history? Can they comment on this? | Linked to history - what connections can they make about how we interact with the environment today that was first seen in Ancient Egyptian times? How have we moved on from then? Are there ways we interact with the environment that they feel would be seen as a negative by the Ancient Egyptians? How can we rectify this? | Reflect on previous portrait work- what skills do they remember? How do different artists bring a new outlook/idea to portraiture? What personal style could they incorporate into their portrait? How could they add different dry media to create an effect? Can they articulate what this effect is? | Link to previous science learning- how have we seen these mechanisms in our experiences? |

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|  | changes also take place but this isn't something covered here- this will need raising in PSHE/RSE and Circle Times | sadness for some and be aware of close loss |  |  |  |  |
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|                                                           | Science                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | R.E.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | History                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Geography                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Art                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | D.T.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
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| Threads<br>(returning concepts)<br>Disciplinary Knowledge | <p><b>Changes</b><br/>Understand the changes during human stages of growth and development.</p> <p><b>Cause and Effect</b><br/>Why puberty happens and the effect(s) that happens as a result.</p> <p><b>Variation</b><br/>Describe and compare the difference in gestation periods for humans and animals and give reasons for this.</p> <p><b>Structure and function</b><br/>Understand the differences in male and female body structure and their functions</p> <p><b>Observing</b><br/>What changes they can see in images/videos/ personal experience and link this to</p> | <p><b>Belonging</b><br/>Identifying with a religion and its core principles and beliefs.</p> <p><b>Symbolism</b><br/>The significance of The Holy Trinity.</p> <p><b>Identity</b><br/>Exploring Christian perspective and how this influences the way Christians live their lives.</p> <p><b>Diversity</b><br/>Developing an understanding of practices, beliefs, feelings and ideas.</p> <p><b>Theology</b><br/>How do these stories and rituals help Christians make connections with God?</p> <p><b>Human / Social Sciences</b><br/>How does society reflect these Christian practices despite not everyone being a practicing Christian? Why do they think this is? What messages do we share at these times? E.g. peace</p> | <p><b>Chronology</b><br/>Understanding the chronology of The Ancient Egyptians.</p> <p><b>Change and Continuity</b><br/>The impact of Ancient Egyptian achievements on life today.</p> <p><b>Significance</b><br/>Cultural advances and daily life (writing, construction, irrigation, agriculture, medicine).</p> <p><b>Diversity</b><br/>Developing an understanding of diversity within Ancient Egyptian times (women enjoyed a higher prestige in Egypt than in any other culture of the ancient world).</p> <p><b>Constructing the past</b></p> <p><b>Cause and Effect</b><br/>What effects have the changes/inventions of the Ancient Egyptians had on global societies since? What effect did the Ancient Egyptian</p> | <p><b>Place, Space and Scale</b><br/>Develop a 'sense of place, space and scale' through locational knowledge and an understanding of the wider world by using maps of a range of scales and representations to identify how space was used and how people's sense of 'place' may have differed e.g. their role within society.</p> <p><b>Cultural Understanding and Diversity; Human and Physical processes</b><br/>Explore how advanced the Ancient Egyptians were with their human geographical systems and compare this to other civilisations around the world.</p> <p><b>Environmental Interaction and Sustainable Development</b><br/>Explore the impact and legacy the Ancient Egyptians had and have on modern society today</p> | <p><b>Representation</b><br/>Using recycled, natural and man-made materials to create portraits of Ancient Egyptians and Pharaohs to share and refine knowledge of perspective.</p> <p><b>Diversity</b><br/>Explore artists' work from a range of ethnic backgrounds and cultures.</p> <p><b>Creativity</b><br/>Creating works of art to reflect their understanding of practices and disciplines.</p> <p><b>Generating Ideas</b><br/>Look at examples of identified artists' work to get ideas for their own sketches and outcomes</p> <p><b>Formal Elements</b><br/>Layering and joining of a range of dry media for effect, following the modelling of existing artists</p> | <p><b>Representation</b><br/>Using mechanisms to explore and create pulley systems to represent the way in which the Ancient Egyptians may have moved bricks.</p> <p><b>Diversity</b><br/>Design and make products within a variety of contexts, considering their own and others' needs, wants and values.</p> <p><b>Target Audience and Success Criteria</b><br/>As a model for display to show the advancement of the Ancient Egyptians for others- clear, simple, annotated labels to show the science behind the mechanism</p> <p><b>Design and Functionality</b><br/>The design will be scientific, based on scientific diagrams and technical language to show a clear function of moving bricks from one place to another</p> |

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|  | <p>scientific understanding</p> <p><b>Predicting</b><br/>How will their bodies/animal bodies change over time?</p> <p><b>Quantifying</b><br/>Ages and gestational periods- graph opportunities, link to maths</p> <p><b>Controlling Variables</b><br/>The variable that is constant is time</p> <p><b>Interpreting and Inferring</b><br/>Interpreting results</p> <p><b>Forming Conclusions</b><br/>Drawing conclusions from the investigations we have done combined with our scientific knowledge</p> | <p>on Earth, love to all men, celebrating life?</p> <p><b>Philosophy</b><br/>How does the message of someone sacrificing themselves for others influence our behaviours around these times of the year?</p> | <p>discoveries have on our society today?</p> <p><b>Significance and Interpretation</b><br/>What inventions were significant? Why? How have they been interpreted and adapted throughout history since their invention?</p> <p><b>Historical Enquiry</b><br/>Follow a line of historical enquiry as to how Ancient Egyptian inventions have evolved into what we use today</p> <p><b>Using sources of Evidence</b><br/>Using primary and secondary sources to follow a line of enquiry</p> | <p>linked with human and physical geography.</p> <p><b>Map reading and Interpreting Skills</b><br/>Read global maps including historical examples; how has the world changed over the last 2000 years? Does one 'civilisation' have monopoly over other lands? How is this viewed? Ask and answer questions based on reading the different maps</p> <p><b>Geographical Fieldwork</b></p> | <p><b>Pencil and Brushstrokes</b><br/>How these can be incorporated</p> <p><b>Colour, shade, tone and tint</b><br/>Colour mixing and palettes</p> <p><b>Learning from other artists</b></p> <p><b>Learning from evaluation</b><br/>Use of art books and evaluation of self and others throughout</p> | <p><b>Make using tools and technical knowledge</b><br/>Levers and pulleys, belts, platforms.</p> <p><b>Evaluation throughout</b></p> |
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| Vocabulary | <p><u><b>CORE WORDS</b></u><br/>puberty<br/>gestation<br/>adolescence</p> <p>stages of growth<br/>development<br/>changes<br/>infant<br/>teenager<br/>elderly</p> | <p><u><b>CORE WORDS</b></u><br/>Holy Trinity<br/>resurrection<br/>temptations</p> <p>miracle<br/>significance<br/>healing<br/>Jesus<br/>Easter<br/>Christmas<br/>practices</p> | <p><u><b>CORE WORDS</b></u><br/>papyrus<br/>hieroglyphics<br/>continuity</p> <p>change<br/>agricultural systems<br/>irrigation systems.<br/>calendar<br/>construction<br/>the pyramids<br/>comparisons<br/>early societies</p> | <p><u><b>CORE WORDS</b></u><br/>historical representation<br/>geographical systems<br/>comparison</p> <p>human features<br/>physical features<br/>agriculture<br/>filtration systems</p> | <p><u><b>CORE WORDS</b></u><br/>Fayum Mummy<br/>dry media<br/>tonal contrast</p> <p>portraiture<br/>shading<br/>hatching<br/>graded pencils<br/>perspective</p> | <p><u><b>CORE WORDS</b></u><br/>pulleys<br/>levers<br/>mechanism</p> |
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| Opportunities for interlacing | <p><b>History is the key driver for this half term as children learn about Ancient Egypt and the Egyptians, their accomplishments and their significance further developing chronological understanding and contrasting with British history. Although every subject should be taught discretely with core knowledge and skills taught explicitly, there is much scope for elaboration across subjects to support deep learning and longer term recall; this includes art where children draw portraits of Ancient Egyptians and Pharaohs and design technology where children learn how pulleys and levers can support the lifting of heavy objects and may have been used in the construction of the pyramids in Egypt (it is not believed The Maya used them in the construction of the pyramids in Mexico). In science, children learn about the stages in human growth, including puberty. R.E. is taught discretely with a focus on Christianity, Jesus Christ – human and divine. P.E. is taught through P.E. Champions; as ever, children should be encouraged to be aware of their bodies and the importance of physical exercise. Music is taught through Charanga and the role of music in Ancient Egypt.</b></p> |  |                                                                                                                             |  |  |  |
| Modelled Outcomes             | Explanation text<br>Stages in human development                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  | <p>Playscript linked to the text: Secrets of a Sun King</p> <p>Newspaper report<br/>The Discovery of Tutankhamun's tomb</p> |  |  |  |

P.S.H.E. is taught through the Dimensions Scheme of Work; P.E. is taught through P.E. Champions; Music is taught through Charanga

### Spring (ii)- The Ancient Egyptians – Their Impact On Us

| Core Texts                                                                       | Kids' Café Options<br>Entrepreneurial Curriculum | Big Outcome Options<br>Entrepreneurial Curriculum | Educational Visit opportunities       |
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| <b>My Story: Princess of Egypt</b><br><b>The Genius of The Ancient Egyptians</b> |                                                  | <b>The Ancient Egyptians</b>                      | <b>British Museum- Egyptian rooms</b> |

|                                                     | Science<br>Properties and Changes<br>in Materials                                                                                                                                                                                                                                                                                                                                                                                                             | R.E.<br>Islam<br>Ramadan and Eid ul Fitr                                                                                                                                                                                                                                                                                                                                                      | History<br>A Non-European early<br>civilisation contrasted<br>with British history<br>Ancient Egyptians                                                                                                                                                                                                                                                                                   | Geography<br>Locational Knowledge<br>Human and Physical<br>geography; Geographical<br>skills and fieldwork                                                                                                                                                                                                                                                                                                                                                                   | Art<br>Mixed Media Portraits                                                                                                                                                                                                 | D.T.<br>Mechanical Systems<br>Pulleys or Gears                                             |
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| Line of enquiry                                     | How can changes be reversed?                                                                                                                                                                                                                                                                                                                                                                                                                                  | Why is Ramadan a significant Muslim festival?                                                                                                                                                                                                                                                                                                                                                 | What are the achievements of the Ancient Egyptians?                                                                                                                                                                                                                                                                                                                                       | What are the main physical and human features of (Ancient) Egypt?                                                                                                                                                                                                                                                                                                                                                                                                            | Can we use mixed media to produce portraits?                                                                                                                                                                                 | Can we create a pulley system for moving bricks in the same way the Ancient Egyptians did? |
| Substantive Knowledge<br><b>Learning Intentions</b> | To know how to compare and group together everyday materials based on their properties, including hardness, solubility, conductivity (electrical & thermal) transparency.<br>To know different materials responses to magnets.<br>To know that some materials dissolve in liquid to form a solution, and describe how to recover a substance from a solution (reversible change).<br>To use our knowledge of solids, liquids and gases to decide how mixtures | To know the month of Ramadan is important to Muslims.<br>To know that Ramadan and fasting (Sawm) is one of the five Pillars of Islam.<br>To know that there are fasting requirements during Ramadan.<br>To know that there are quotes in the Quran about fasting.<br>To know that Muslims consider Ramadan a time to focus on Allah, being a good Muslim and thinking of those who have less. | To know the achievements of The Ancient Egyptians.<br>To know the impact of these achievements on life today.<br>To understand the concept of continuity and change.<br>To know what Ancient Egyptians knew about astronomy.<br>To know about the invention of the lighthouse (of Alexandria) invented by Sostratus of Cnidus.<br>To know about female Pharaohs – Cleopatra and Nefertiti | (Interwoven with history)<br>To know how to locate Egypt on a world map. To know the influence that the Ancient Civilisation had on a global scale.<br>To know the key features of the location and know whether they are human or physical.<br>To discuss how advanced the Ancient Egyptian human geographical systems were in relation to other civilisations around the world<br>To know the impact and legacy the Ancient Egyptians had and have on modern society today | To investigate a selection of self-portraits by different artists.<br>To develop the use of colour mixing including hue palettes to build layers of colour.<br>To apply the use of tints and shades to create a 3 D. effect. | To create a pulley system for moving bricks in the way Ancient Egyptians may have done.    |



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|                    | <p>might be separated, including filtering, sieving and evaporating.</p> <p>To give reasons, based on evidence from comparative &amp; fair tests, for the particular uses of everyday materials, including metals, wood and plastic.</p> <p>To demonstrate that dissolving, mixing and changes of state are reversible changes.</p> <p>To explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning &amp; the action of acid on bicarbonate soda.</p> | <p>To know that Muslims break the fast at sunset at the call to prayer.</p> <p>To know that Muslims worship during Ramadan.</p> <p>To know about Id-ul-Fitr and giving to charity with zakat-al-Fitr.</p>                                                                                                                    | <p>To know about crime and punishment in Ancient Egypt.</p>                                                                                                                                                                                                                                                                                                                                       | <p>linked with human and physical geography.</p>                                                                                                                                                                                                                                                             |                                                                               |                                                                           |
| Portable Knowledge | <p>Some changes to the state of materials are reversible whereas others are not.</p> <p>When there is a physical change, it is often reversible.</p> <p>When there is a chemical change, it is irreversible.</p> <p>We can use filtering, sieving and evaporation to separate materials.</p>                                                                                                                                                                                                                                                                      | <p>Ramadan (Sawm) is the Muslim month of fasting and abstaining from pleasure during daylight hours in order to become closer to Allah.</p> <p>Fasting is the giving up of food.</p> <p>The Call to Prayer signals the end of the fasting each day.</p> <p>Id-ul-Fitr is the Muslim festival marking the end of Ramadan.</p> | <p>There are some aspects to life which will always continue (continuity) -the human need for shelter, food, relationships - but how this looks will change dependent on inventions and developments in society.</p> <p>Ancient Egyptians studied the night sky, taking measurements from the stars to accurately align their pyramids and sun temples with the Earth's four cardinal points.</p> | <p>The main physical features of Ancient Egypt include the River Nile, the Nile Delta and the desert.</p> <p>Human features include the pyramids, temples, sphinxes and obelisks.</p> <p>The Ancient Egyptians' ability to adapt to the conditions of the Nile Valley for agriculture supported society.</p> | <p>Mixed media can include: pencil, paint, paper, wood and other objects.</p> | <p>Pulleys and levers allow a smaller force to have a greater affect.</p> |

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|  |  |  | Cleopatra and Nefertiti are examples of successful female Pharaohs. Female leaders were not unusual in Ancient Egypt. |  |  |  |
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|                                                     | Science                                                                                                                                                                                                                | R.E.                                                                                                                                               | History                                                                                                                                                                                                                                                                                                                                                                                       | Geography                                                                                                                                                                                                                                                                                                                       | Art                                                                                                                                                                                                                                                                                                     | D.T.                                                                                     |
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| Additional Content Linked to our Context and Values | Examples in their own lives of these processes e.g. making toast, tea, coffee, jelly, ice, baking etc; separating sand from rocks on the beach; different parts of soil etc how might this help us in our daily lives? | Does anyone they know (or anyone in class) celebrate Ramadan? How do they celebrate? How can we learn to empathise/be supportive of their rituals? | How is Cleopatra remembered? Do they know the name? Why? What misconceptions do they have of her? What do they want to find out about her? Similar line of enquiry around the idea of astronomy- what do we already know about it? How much of our knowledge and understanding comes from Ancient Egyptian times? What misconceptions did they have that we have been able to prove/disprove? | Linked to history- what connections can they make about how we interact with the environment today that was first seen in Ancient Egyptian times? How have we moved on from then? Are there ways we interact with the environment that they feel would be seen as a negative by the Ancient Egyptians? How can we rectify this? | Reflect on previous portrait work- what skills do they remember? How do different artists bring a new outlook/idea to portraiture? What personal style could they incorporate into their portrait? How could they add different dry media to create an effect? Can they articulate what this effect is? | Link to previous science learning- how have we seen these mechanisms in our experiences? |

|                                                     | Science                                                                                                                                                                                                                             | R.E.                                                                                                                                                                                                 | History                                                                                                                                                                                          | Geography                                                                                                                                                                                                                                                | Art                                                                                                                                                                | D.T.                                                                                                                                                                          |
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| Threads (returning concepts) Disciplinary Knowledge | <b>Structure and Function</b><br>The properties of solids, liquids and gases and the impact of changes in state.<br><b>Changes</b><br>Understand the changes during reversible and irreversible changes.<br><b>Cause and Effect</b> | <b>Belonging</b><br>Identifying with a religion and its core principles and beliefs.<br><b>Significance</b><br>The importance of Ramadan to Muslims and the fasting requirements.<br><b>Identity</b> | <b>Chronology</b><br>Understanding the chronology of The Ancient Egyptians.<br><b>Change and Continuity</b><br>The impact of Ancient Egyptian achievements on life today.<br><b>Significance</b> | <b>Place, Space and Scale</b><br>Develop a 'sense of place, space and scale' through locational knowledge and an understanding of the wider world by using maps of a range of scales and representations to identify how space was used and how people's | <b>Representation</b><br>Using mixed media to create self-portraits to share and refine knowledge of tints and shades to create a 3 D. effect.<br><b>Diversity</b> | <b>Representation</b><br>Using mechanisms to explore and create pulley systems to represent the way in which the Ancient Egyptians may have moved bricks.<br><b>Diversity</b> |

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| <p>Explore altering the cause and effect through filtering, evaporation and sieving.</p> <p><b>Process</b><br/>Demonstrating that dissolving, mixing and changes of state are reversible changes.</p> <p><b>Observing</b><br/>Changes that take place with different examples of changing state- which ones are reversible? Irreversible? Why? Focus on chemical reactions taking place</p> <p><b>Predicting</b><br/>Which changes of state are reversible and which are not? How can we reverse the change? What will happen if we heat/cool a solution? How do they know?</p> <p><b>Quantifying</b><br/>Measuring different variables including amount of substances, time taken, number of stirs, temperature etc</p> <p><b>Controlling Variables</b><br/>Which variable will we keep the same? Change? Why?</p> <p><b>Interpreting and Inferring</b><br/>Interpreting results</p> <p><b>Forming Conclusions</b><br/>Drawing conclusions from the investigations we</p> | <p>Exploring Muslim perspective and how this influences the way Muslims live their lives.</p> <p><b>Diversity</b><br/>Developing an understanding of practices, beliefs, feelings and ideas.</p> <p><b>Theology</b><br/>How does taking part in the ritual of Ramadan bring Muslims closer to their faith?</p> <p><b>Human / Social Sciences</b><br/>How does society support this ritual? How can people in society have a better understanding of the importance of this ritual for Muslims?</p> <p><b>Philosophy</b><br/>Think about the messages behind this ritual and how this can help shape the way people behave- the way people live their lives</p> | <p>Cultural advances and daily life (writing, construction, irrigation, agriculture, medicine).</p> <p><b>Diversity</b><br/>Developing an understanding of diversity within Ancient Egyptian times (women enjoyed a higher prestige in Egypt than in any other culture of the ancient world).</p> <p><b>Pioneering Women</b><br/>The role of Female Pharaohs – Cleopatra and Nefertiti.</p> <p><b>Constructing the past</b><br/>How was crime and punishment delivered in Ancient Egypt- can we comment on this?</p> <p><b>Significance and Interpretation</b><br/>How the role of women in Ancient Egypt has been interpreted over time and their significance for modern female leaders around the world</p> <p><b>Historical Enquiry</b><br/>Follow a line of enquiry related to the view of astronomy in Ancient Egypt compared to now and how this has influenced today's view; the influence of strong women throughout history and what we have learnt from them</p> | <p>sense of 'place' may have differed e.g. their role within society.</p> <p><b>Cultural Understanding and Diversity; Human and Physical processes</b><br/>Explore how advanced the Ancient Egyptians were with their human geographical systems and compare this to other civilisations around the world.</p> <p><b>Environmental Interaction and Sustainable Development</b><br/>Explore the impact and legacy the Ancient Egyptians had and have on modern society today linked with human and physical geography.</p> <p><b>Map reading and Interpreting Skills</b><br/>Read global maps including historical examples; how has the world changed over the last 2000 years? Does one 'civilisation' have monopoly over other lands? How is this viewed? Ask and answer questions based on reading the different maps</p> <p><b>Geographical Fieldwork</b></p> | <p>Explore artists' work from a range of ethnic backgrounds and cultures.</p> <p><b>Creativity</b><br/>Creating works of art to reflect their understanding of practices and disciplines.</p> <p><b>Generating Ideas</b><br/>How have different artists taken the concept of portraiture and made it their own? Reflect on the effect they were/are trying to share</p> <p><b>Formal Elements</b><br/>What formal elements have been used by different artists? Can we experiment with these techniques?</p> <p><b>Pencil and Brushstrokes</b><br/>How have artists used these techniques? What impact does this have on the viewer? Can we experiment with these techniques?</p> <p><b>Colour, shade, tone and tint</b><br/>How have artists used these techniques? What impact does this have on the viewer? Can we experiment with these techniques?</p> <p><b>Learning from evaluation</b><br/>Use of art books and evaluation of self and others throughout</p> | <p>Design and make products within a variety of contexts, considering their own and others' needs, wants and values.</p> <p><b>Target Audience and Success Criteria</b><br/>As a model for display to show the advancement of the Ancient Egyptians for others- clear, simple, annotated labels to show the science behind the mechanism</p> <p><b>Design and Functionality</b><br/>The design will be scientific, based on scientific diagrams and technical language to show a clear function of moving bricks from one place to another</p> <p><b>Make using tools and technical knowledge</b><br/>Levers and pulleys, belts, platforms.</p> <p><b>Evaluation throughout</b></p> |
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|  | have done combined with our scientific knowledge |  | <b>Using sources of Evidence</b><br>Using primary and secondary sources to follow a line of enquiry |  |  |  |
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| Vocabulary | <b>CORE WORDS</b><br>solubility<br>electrical conductivity<br>thermal conductivity<br>transparency<br><br>solution<br>dissolve<br>separation<br>filtering<br>sieving<br>evaporating<br>mixing<br>reversible<br>irreversible | <b>CORE WORDS</b><br>Ramadan<br>fasting (Sawm)<br>Id-ul-Fitr<br>zakat-al-Fitr.<br><br>Allah<br>Quran<br>requirements<br>Pillars of Islam<br>Muslims<br>worship<br>sunset<br>prayers | <b>CORE WORDS</b><br>astronomy<br>prestige<br>legacy<br><br>crime<br>punishment<br>female pharaohs<br>inventions | <b>CORE WORDS</b><br>historical representation<br>geographical systems<br>comparison<br><br>human features<br>physical features<br>agriculture<br>filtration systems | <b>CORE WORDS</b><br>hue<br>tints<br>shades<br><br>investigate<br>portraits<br>layers of colour<br>application | <b>CORE WORDS</b><br>pulleys<br>levers<br>mechanism |
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| Opportunities for interlacing | <b>History is the key driver moving into the impact of pioneering females and crime and punishment. Children's sense of chronology is further developed and core concepts, such as, pioneering women and crime and punishment are pursued through historical enquiry. Children are encouraged to consider changing values through different perspectives and the role of children in Ancient Egyptian society should also be studied. In art, children learn about portraiture, and facial proportion, applying skills practised including how to build layers of colour and the use of tints and shades. Learning about pulleys and gears continues through practical exploration. R.E. is taught discreetly; children learn about the significance of Ramadan in Islam. P.E. is taught through P.E. Champions; as ever, children should be encouraged to be aware of their bodies and the importance of physical exercise. Music is taught through Charanga and the role of music in Ancient Egypt.</b> |  |                                                                                                                                                                     |  |  |  |
| Modelled Outcomes             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |  | Non chronological report<br>The Achievements of The Ancient Egyptians<br><br>Biography of A Female Pharaoh<br><br>Diary entry linked to the text: Princess of Egypt |  |  |  |

P.S.H.E. is taught through the Dimensions Scheme of Work; P.E. is taught through P.E. Champions; Music is taught through Charanga

### Summer (i) - The Circle of Life

| Core Texts                                                                    | Kids' Café Options<br>Entrepreneurial Curriculum | Big Outcome Options<br>Entrepreneurial Curriculum | Educational Visit opportunities                                                                               |
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| Around the World in Eighty Days<br>Greenwich History Tour<br>Secret Greenwich | Vegetable curry                                  | Who -and what- lives in a place like this?        | Local area fieldtrip - Ebbsfleet<br><br>Local landmarks in Kent<br><br>Guru Nanak Darar Gurdwara in Gravesend |

| Science<br>Living Things and<br>Their Habitats             |                                                                                                                                                                                            | R.E.<br>Sikhism<br>The Gurdwara and the<br>Guru Granth Sahib                                                                                                                                                                                                                                                                                               | History<br>A Local History Study                                                                                                                                                                                                                                                                                                                                                                                   | Geography<br>Locational Knowledge<br>Human and Physical<br>geography;<br>Geographical skills &<br>fieldwork                                                                                                                                                                                                                                                             | Art<br>Drawing                                                                                                                                                                                                                                                                                                                                                                                                                 | D.T.<br>Food                                                                                                                                                                                                                                                                                                                               |
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| Line of enquiry                                            | What are the life<br>processes of<br>reproduction in some<br>plants and animals?                                                                                                           | What are the symbols<br>of Nishan Sahib and<br>Khanda?                                                                                                                                                                                                                                                                                                     | How is national history<br>evidenced through a<br>study of Kent?                                                                                                                                                                                                                                                                                                                                                   | How has Ebbsfleet<br>Garden City’s land use<br>changed over time and<br>how will it continue to<br>change?                                                                                                                                                                                                                                                              | What stimuli can we use to<br>draw and paint flowers?                                                                                                                                                                                                                                                                                                                                                                          | What cultures are there<br>in Ebbsfleet Garden City<br>and how do they<br>influence cuisine?                                                                                                                                                                                                                                               |
| Substantive<br>Knowledge<br><b>Learning<br/>Intentions</b> | To know the<br>differences in the life<br>cycles of a mammal,<br>an amphibian, an<br>insect and a bird.<br>To know the life<br>processes of<br>reproduction in some<br>plants and animals. | To know that a Gurdwara<br>is a centre for<br>community and a place<br>of prayer and worship.<br>(The Greenwich<br>Gurdwara).<br>To know that shoes are<br>removed and hair is<br>covered in the Gurdwara<br>as a mark of respect.<br>To know the role of the<br>Granthi.<br>To know the symbols of<br>Nishan Sahib and Khanda<br>and what they represent. | To know how national<br>history is reflected in the<br>locality.<br><br>To know evidence of early<br>human activity, dating to<br>the Lower Palaeolithic was<br>found in Ebbsfleet.<br><i>(Ebbsfleet Green (500 flint<br/>artefacts) and Ebbsfleet<br/>('Ebbsfleet elephant').)</i><br><br>To know evidence of Kent<br>as a Bronze Age<br>settlement.<br><i>(Farming: Holywell Coombe,<br/>near Folkstone, and</i> | To name and locate the<br>counties and cities of the<br>UK.<br>To know Ebbsfleet<br>Garden City, its physical<br>characteristics, key<br>topographical features<br>and land use patterns<br>and how they have<br>changed over time - link<br>to history - and how they<br>will continue to change<br>in the future in line with<br>developmental plans for<br>the area. | To scrutinise drawings of<br>sunflowers (artists include:<br>Matisse and Van Gogh).<br>To visit the Flower Garden in<br>Greenwich Park and make<br>close observational<br>drawings of flowers.<br>To know that the National<br>Flower of England is the<br>rose.<br>To use graded pencils to<br>draw flowers following the<br>formal elements of line and<br>shape.<br>To know how to use mixed<br>media to represent flowers. | Celebrating culture and<br>food in Ebbsfleet Garden<br>City.<br><br>To design, make and<br>evaluate a vegetable curry<br>dish which has been<br>inspired by research and in<br>accordance to a set of<br>criteria.<br>To use knives, and other<br>utensils, safely and<br>hygienically.<br>To scale recipe to feed the<br>wider community. |

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|                    |                                                                                                                                           | <p>To know the Langar kitchen provides free food for all.</p> <p>To know that the Golden Temple is a special place for Sikhs around the world.</p> <p>To know that the Guru Granth Sahib is the Sikh holy book and is the final everlasting Guru.</p> <p>To know that the Guru Granth Sahib is treated with respect as a human Guru.</p> <p>To know that the Guru Granth Sahib contains teachings of Guru Nanak and other Gurus, teaching hymns from Hindu low caste saints and Muslim sufi Seikh Farid and hymns and sung prayers.</p> | <p><i>Coldharbour Road, Gravesend; Burial and Ritual: Monkton in Thanet; Trade: Langdon Bay Hoard.)</i></p> <p>To know evidence of Kent as an Iron Age settlement. <i>(Settlements in east Kent with concentrations along the Vale of Holmesdale and the River Darent.)</i></p> <p>To know Kent's significance to The Romans. <i>(A major Roman road, now known as 'Watling Street', was situated just to the South of Ebbsfleet Green, running between the Roman cities of Durovernum Cantiacorum (Canterbury) and Londinium (London). At Ebbsfleet Green, several Roman ditches were found, indicating the agricultural use of the land.)</i></p> | <p>To use maps, atlases, globes and computer mapping (Digi maps) to locate Ebbsfleet Garden City and its place within the national and international space;</p> <p>To use the eight points of a compass, four and six-figure grid references, symbols &amp; keys to build knowledge of the local area and link this to the wider picture (use the whole school display to support this).</p> <p>To carry out fieldwork in Ebbsfleet Garden City.</p> |                                                                                                                                                                                                                                                  | <p>To agree on pricing to ensure overheads are covered and we make a small profit.</p> <p>To know what went well and what could be better.</p> |
| Portable Knowledge | <p>The life cycle of a mammal. An insect, an amphibian and a bird.</p> <p>Life processes and reproduction in some animals and plants.</p> | <p>Gurdwaras are places for Sikhs to congregate to worship and eat. All gurdwaras have a langar (kitchen).</p> <p>There are rules for entering a gurdwara.</p> <p>The Guru Granth Sahib is the everlasting Guru.</p>                                                                                                                                                                                                                                                                                                                    | <p>Kent being a coastal county in close proximity to Europe has been both an important trading location and the site of numerous invasions. The coastal nature of Kent has seen scenes of conflict through the years, with many monuments and 26 castles including Hever Castle, Dover Castle and Leeds Castle.</p>                                                                                                                                                                                                                                                                                                                                 | <p>Ebbsfleet Garden City is a new town and redevelopment area in Kent, South East England. Ebbsfleet Garden City is taking shape in a network of chalk quarries dug out of former fertile farmland on the banks of the River Thames. The four landscape character areas in Ebbsfleet Garden City are: Chalk Quarries, Ebbsfleet Valley,</p>                                                                                                          | <p>The yellow sunflowers were a metaphor for loyalty and devotion in The Netherlands (they are the National flower of Ukraine). Van Gogh's sunflowers used a wide spectrum of yellows as new pigments of colour had just been made possible.</p> | <p>Ebbsfleet Garden City has a diverse range of ethnic groups.</p>                                                                             |

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|  |  |  |  | Swanscombe Marshes, and Northfleet Riverside. |  |  |
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|                                                     | Science                                                                                                                                      | R.E.                                                                                                                                                        | History                                                                                                                                                                                                                            | Geography                                                                                                                                                                                                      | Art                                                                                                                                                                     | D.T.                                                                                                                                        |
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| Additional Content Linked to our Context and Values | Can they create life cycles of animals and living things they have personal experience or knowledge of e.g. from gardening club or for pets? | How the elements of the Sikh faith link to our school values, particularly respect and freedom; how can we incorporate these behaviours into our own lives? | A real focus on how national history affected and impacted our local way of life- looking at how the local area has developed throughout history- can we see any results of these periods in history in our local landscape today? | How their experiences of their local area are similar and different to those of others over time and how these experiences come about i.e. as a result of national and/or international changes in rule or law | Explore different flowers and their appearance (link to close observational drawings in science); local area trip to explore the range of flowers in bloom at the time. | As part of the local study, explore produce grown locally by the Ebbsfleet Green community - links to our school garden 'Edible Ebbsfleet'. |

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| <b>Threads (returning concepts)</b><br><b>Disciplinary Knowledge</b> | <p><b>Variation</b><br/>Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.</p> <p><b>Process</b><br/>Describe the life processes of reproduction in some plants and animals.</p> <p><b>Structure and Function</b><br/>Identify the function of sexual and asexual reproduction to show change.</p> <p><b>Cause and effect; changes</b><br/>Discuss the changes over time- what causes them and what</p> | <p><b>Belonging</b><br/>A sense of belonging to a specific community and places of prayer and worship.</p> <p><b>Symbolism</b><br/>The symbols of Nishan Sahib and Khanda and what they represent.</p> <p><b>Diversity</b><br/>Developing an understanding of practices, beliefs, feelings and ideas.</p> <p><b>Theology</b><br/>How do following these teachings and beliefs bring Sikh people closer to their faith?</p> <p><b>Human / Social Sciences</b><br/>How does society mirror some of the beliefs of</p> | <p><b>Chronology</b><br/>Understanding the chronology of national history within the locality. How Kent has evolved over time.</p> <p><b>Cause and Consequence</b><br/>The reasons why Kent has evolved over time.</p> <p><b>Perspective</b><br/>Comparing the lives of people in Kent at different time periods and relating this to current times.</p> <p><b>Diversity</b><br/>Developing an understanding of diversity within Kent and the South-East region.</p> <p><b>Constructing the past</b><br/>How the local landscape, natural resources and</p> | <p><b>Cultural Understanding and Diversity; Human and Physical processes</b><br/>Explore the diversity of our locality, focusing on how people and places are represented in different ways.</p> <p><b>Environmental Interaction and Sustainable Development</b><br/>Identify how our local environment links to sustainability through environmental quality.</p> <p><b>Place, space and scale</b><br/>Develop a 'sense of place' through locational knowledge and an understanding of locality at different scales and</p> | <p><b>Representation</b><br/>Using drawing to explore ideas and share knowledge.</p> <p><b>Diversity</b><br/>Explore artists' work from a range of ethnic backgrounds and cultures.</p> <p><b>Creativity</b><br/>Creating works of art to reflect their understanding of practices and disciplines.</p> <p><b>Generating Ideas</b><br/>Explore the local area for ideas as to what flowers are in bloom as well as exploring existing artists' work and the techniques used- commenting on views</p> <p><b>Formal Elements</b><br/>What techniques do existing artists use? Watch</p> | <p><b>Representation</b><br/>Use ingredients according to their characteristics to communicate their ideas and share knowledge.</p> <p><b>Diversity</b><br/>Design and make products within a variety of contexts, considering their own and others' needs, wants and values.</p> <p><b>Target Audience and Success Criteria</b><br/>Other children and families; ingredients that are available, have a historical link to Greenwich and are appealing</p> <p><b>Design and Functionality</b><br/>Healthy meals/dishes</p> |
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|  | <p>effect the changes have on the living thing</p> <p>Observing</p> <p>How living things grow over time and from different starting points</p> <p><b>Predicting</b></p> <p>What will happen if one part of the food chain is disrupted; what will happen if an element of what plants need to grow is taken away</p> <p><b>Quantifying</b></p> <p>Taking measurements over time; plotting data on a graph to answer questions</p> <p><b>Controlling Variables</b></p> <p>What happens if more than one variable is changed at a time?</p> <p><b>Interpreting and Inferring</b></p> <p>Interpreting results</p> <p><b>Forming Conclusions</b></p> <p>Drawing conclusions from the investigations we have done combined with our scientific knowledge</p> | <p>the Sikh faith e.g. food banks, safe places for people, taking shoes off in someone's house when you visit etc</p> <p><b>Philosophy</b></p> <p>Why do these teachings and beliefs help people in evaluating behaviours and become part of your outlook on life and values?</p> | <p>locality impacted on human interaction i.e. the choice of settlement due to the landscape and natural resources available</p> <p><b>Cause and Effect</b></p> <p>Changes that have been made to the area over time and the effect this has short and long term</p> <p><b>Significance and Interpretation</b></p> <p>How significant changes were interpreted at the time and how they are viewed historically- link with perspective</p> <p><b>Historical Enquiry</b></p> <p>Follow a line of enquiry- a local area over time and how it has changed.</p> <p>Using sources of Evidence</p> <p>Using primary and secondary sources to follow a line of enquiry</p> | <p>through examination of how space in different parts of the locality is used.</p> <p><b>Map reading and Interpreting Skills</b></p> <p>A range of maps studied, including Digi maps and how these broaden our understanding of the land and how it is/was used- as well as the impact of these uses</p> <p><b>Geographical Fieldwork</b></p> <p>Explore the local area with key foci identified and be able to make comparisons with how the area looked throughout history- what did it look like compared to what it looks like now? How did these changes come about? How does this affect the local area now?</p> | <p>examples of these formal elements to practice</p> <p><b>Pencil and Brushstrokes</b></p> <p>Use of both to create an effect in sketching and drawing different elements of the flower</p> <p><b>Colour, shade, tone and tint</b></p> <p>How are these elements used in drawings of flowers in different ways? Colour mixing and palettes</p> <p>Learning from other artists</p> <p>Look at a range of different styles and identify a style they want to explore, giving reasons for their choice(s)</p> <p><b>Learning from evaluation</b></p> <p>Use of art books and evaluation of self and others throughout</p> | <p>Make using tools and technical knowledge</p> <p>What culinary tools and techniques were used and their modern equivalents</p> <p><b>Evaluation throughout</b></p> |
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| Vocabulary | <b>CORE WORDS</b><br>asexual<br>sexual<br>tuber<br><br>reproduction<br>life cycles<br>mammal<br>reptile<br>amphibian | <b>CORE WORDS</b><br>Nishan<br>Sahib<br>Khanda<br><br>Granthi<br>Gurdara<br>Langar<br>Guru Granth Sahib<br>Guru Nanak<br>Gurus<br>Golden Temple<br>Hindu<br>low caste saints<br>Muslim<br>sufi<br>Seikh Farid | <b>CORE WORDS</b><br>perspective<br>settlement<br>invasion<br><br>changes over time<br>influence | <b>CORE WORDS</b><br>topographical features<br>land use<br>grid references<br>compass<br><br>countries<br>cities<br>physical<br>human<br>changes over time<br>patterns | <b>CORE WORDS</b><br>technique<br>style<br>effect<br><br>opinion<br>choice<br>impact<br>practice<br>sketch<br>observe | <b>CORE WORDS</b><br>culinary<br>culture<br>delicacy |
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| Opportunities for interlacing | <b>Science is the key driver for this half term as children learn about the life cycles and processes of plants and animals, including the role of flowers within reproduction. Children have opportunities to dissect and deconstruct flowers as well as close observation in preparation for drawing them in art. In R.E., learning about the gurdwara in Sikhism is a focus but this interweaves with learning about Kent, which continues through historical enquiry in history. Children also utilise the ‘Edible Ebbsfleet’ garden to harvest seasonal vegetables to create a curry which could be served to the community through our Big Outcomes. P.E. is taught through P.E. Champions; as ever, children should be encouraged to be aware of their bodies and the importance of physical exercise. Music is taught through Charanga but will include opportunities to listen to Ancient Maya traditional music.</b> |                          |  |  |                                             |                                 |
| Modelled Outcomes             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Sikhism prayer of thanks |  |  | Persuasive description<br>Artwork promotion | Instructions<br>Vegetable curry |

P.S.H.E. is taught through the Dimensions Scheme of Work; P.E. is taught through P.E. Champions; Music is taught through Charanga

### Summer (ii) - A Guide to Kent

| Core Texts                                                                                                                   | Kids' Café Options<br>Entrepreneurial Curriculum | Big Outcome Options<br>Entrepreneurial Curriculum | Educational Visit opportunities                                                                                                                                       |
|------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------|---------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>The Ship of Doom – A time travelling adventure set on board The Titanic</b><br><b>The Cutty Sark</b><br><b>Looking Up</b> |                                                  | <b>Learning Exhibition- A Guide to Kent</b>       | <b>Alkerden Barn Park, Ebbsfleet Garden City.</b><br><br><b>Ebbsfleet Development Corporation - school visit to talk about the creation of Ebbsfleet Garden City.</b> |

| Science<br>Living Things and Their Habitats         |                                                                                                                                     | R.E.<br>Buddhism<br>Buddhist Teaching                                                                                                                                                                                                                                                                                                                                                                                                                             | History<br>A Local History Study                                                                                                                                                                                      | Geography<br>Locational Knowledge<br>Human and Physical geography;                                                                                                                                                                                                                                                                                                                                                                                   | Art<br>Painting                                                                                                                             | D.T.         |
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| Line of enquiry                                     | What                                                                                                                                | What                                                                                                                                                                                                                                                                                                                                                                                                                                                              | How is national history evidenced through a study of Kent?                                                                                                                                                            | How has Ebbsfleet Garden City's land use changed over time and how will it continue to change?                                                                                                                                                                                                                                                                                                                                                       | What                                                                                                                                        |              |
| Substantive Knowledge<br><b>Learning Intentions</b> | To know the different types of reproduction including sexual and asexual reproduction in plants and sexual reproduction in animals. | To know that Buddhists consider Buddha as the perfect example of what people can become.<br>To know the relevance of The Noble Eightfold Path.<br>To know the symbols of the wheel and the lotus and what they represent to Buddhists.<br>To know that Dharma is applied to Buddhist teachings.<br>To know that all Buddhists try to learn and practise the Dharma and that this leads to awakening.<br><br>To know that all Buddhists celebrate Vaisakha Puja or | To know Kent's significance to Britain's Maritime History.<br>To know about buildings of significance in Kent.<br>To know about women of significance in Kent.<br>To know why Kent is known as The Garden of England. | To use map skills focused on in Summer (i) to locate key landmarks (both human and physical) on a range of maps and aerial photographs of Kent & comment on how different representations give the viewer different perspectives.<br>To know about the people of Kent over time and how these people and communities have shaped and influenced the way the area is viewed and experienced today.<br>To predict what the future looks like for Kent. | To develop colour mixing including hue palettes to build layers of colour.<br>To apply the use of tints and shades to create a 3 D. effect. | <b>N./A.</b> |

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|                    |                                                                                                                                                                   | Vesak/Wesak - the festival remembering the life, enlightenment and teaching of the Buddha.                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | To carry out a study of Alkerden Barn Park, Ebbsfleet Garden City, Kent, exploring the designing of a new farm park alongside the local community and historians.<br>To suggest ways Kent can become more sustainable.                                                                                          |                                                                                                                                |  |
| Portable Knowledge | Plants and animals can reproduce in different ways. Plants and some microorganisms reproduce asexually -by themselves - and do not need a second plant or animal. | The Noble Eightfold Path shows Buddhists how to live their lives (the route to Nirvana).<br>Vesak /Wesak festivals remembers the life and teaching of the Buddha. | Kent has played a big part in Britain's maritime history, the medieval Cinque ports and Chatham Dockyard have been particularly important in providing warships for the Royal Navy whilst the river Medway was a strategic base for the 18th century wars with France. Female pioneers from Kent include Queen Bertha, Sister Edith Appleton, Ethel Violet Baldock and Emily Juson Kerr.<br>The most famous building in Kent is the magnificent Canterbury Cathedral, seat of the Archbishop of Canterbury since the beginning of England's conversion to Christianity. Kent is known as the Garden of England since Henry VIII's time due to his liking of Kentish cherries, it is still home to a large number of growers, orchards and vineyards. | Key human and physical landmarks in Kent include: Canterbury Cathedral, Hever Castle, Leeds Castle, Historic Dockyard Chatham, White Cliffs of Dover, River Thames, River Medway, River Darent etc.<br>Kent's economy is greatly diversified: agriculture, haulage, logistics and tourism are major industries. | A hue is a shade of colour.<br><br><i>This learning can continue the work started in summer(i) with a focus on sunflowers.</i> |  |

| Science                                             | R.E.                                                                                                                                                                                                                       | History                                                                                                                                                                                                                                | Geography                                                                                                                                                                                                                                  | Art                                                                                                                                                                                                                                                                             | D.T.                                                                                                                                                                                    |
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| Additional Content Linked to our Context and Values | What plants have they see grow over time? Think about the Edible Garden and what we have grown and how e.g. seed or bulb? Cutting or runner? Can they know put scientific understanding behind what they have experienced? | What do they think is the perfect example of what they can become? How do our school values help us to develop into responsible, valued members of society? Can they see any connections between the Buddhists beliefs and our values? | Children are to understand the significance of where they live- their proximity to the nation's capital city and being a direct part of national and global events; how can they see themselves having opportunities to be a part of this. | Children are to understand the significance of where they live- their proximity to the nation's capital city and being a direct part of national and global events; how can they see themselves having opportunities to be a part of this and make a difference for the future. | Explore different flowers and their appearance (link to close observational drawings in science); local trip t to explore the range of flowers in bloom at the time- LINK to Summer (i) |

| Science                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | R.E.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | History                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Geography                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Art                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | D.T. |
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| <p>Threads (returning concepts) Disciplinary Knowledge</p> <p><b>Structure and Function</b><br/>Identify the function of sexual and asexual reproduction to show change.</p> <p><b>Cause and Effect</b><br/>Explain why asexual reproduction takes place and the effect of this.<br/>Explain why sexual reproduction takes place and the effect of this.</p> <p><b>Process</b><br/>Develop an understanding of the process of reproduction.</p> <p><b>Variation</b><br/>Explore how different species reproduce and why there might be differences</p> <p><b>Observing</b></p> | <p><b>Symbolism</b><br/>Explore the importance of symbolism (the wheel and lotus flower) and what it represents to Buddhists.</p> <p><b>Belonging</b><br/>A sense of belonging to a specific community.</p> <p><b>Diversity</b><br/>Developing an understanding of practices, beliefs, feelings and ideas.</p> <p><b>Theology</b><br/>How do following these beliefs and ways of life help Buddhists to be closer to Buddha?</p> <p><b>Human / Social Sciences</b><br/>Buddhism and its main beliefs and practices is becoming more adopted by society e.g. meditation</p> | <p><b>Chronology</b><br/>Understanding the chronology of national history within the locality.</p> <p><b>Cause and Consequence</b><br/>The reasons why Kent has evolved over time.</p> <p><b>Perspective</b><br/>Comparing the lives of people in Kent at different time periods and relating this to current times</p> <p><b>Pioneering Women</b><br/>The role of significant females in Kent and South East England.</p> <p><b>Diversity</b><br/>Developing an understanding of diversity within Kent and the South-East region.</p> <p><b>Constructing the past</b></p> | <p><b>Place, Space and Scale</b><br/>Develop a 'sense of place, space and scale' through locational knowledge and an understanding of the complexity and variety within the locality. An in-depth study of Greenwich and how this interlinks with London and South East England.</p> <p><b>Cultural Understanding and Diversity; Human and Physical processes</b><br/>Explore the diversity of our locality, focusing on how people and places are represented in different ways.</p> <p><b>Environmental Interaction and Sustainable Development</b></p> | <p><b>Representation</b><br/>Using painting to explore ideas and share knowledge.</p> <p><b>Diversity</b><br/>Explore artists' work from a range of ethnic backgrounds and cultures.</p> <p><b>Creativity</b><br/>Creating works of art to reflect their understanding of practices and disciplines.</p> <p><b>Generating Ideas</b><br/>Explore the local area for ideas as to what flowers are in bloom as well as exploring existing artists' work and the techniques</p> |      |

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|  | <p>Close observation of different types of plants and living things- how are they similar and different?</p> <p><b>Predicting</b><br/>How would different plants reproduce based on what they know about different types of reproduction e.g. seed dispersal or asexual reproduction</p> <p><b>Controlling Variables</b><br/>How many variables should be changed? What variable should they change to find out the answer to a question?</p> <p><b>Interpreting and Inferring</b><br/>Interpreting results</p> <p><b>Forming Conclusions</b><br/>Drawing conclusions from the investigations we have done combined with our scientific knowledge</p> | <p>and the idea of enlightenment (in some form)</p> <p><b>Philosophy</b><br/>How do these beliefs help people to make choices as to how to live their lives?</p> | <p>How has Greenwich, as a part of London, been viewed around the world- positively and negatively</p> <p><b>Cause and Effect</b><br/>Introduction of new historical events involving Kent; how has this affected the area? What are the legacies of these key events in time?</p> <p><b>Significance and Interpretation</b><br/>How were the suffragettes viewed by their contemporaries? And now? What can we learn from their cause and how they went about raising the profile of their plight?</p> <p><b>Historical Enquiry</b><br/>Follow a line of enquiry and where Kent fits into this line.</p> <p><b>Using sources of Evidence</b><br/>Using primary and secondary sources to follow a line of enquiry</p> | <p>Identify how our local environment links to sustainability through environmental quality.</p> <p><b>Map reading and Interpreting Skills</b><br/>A range of maps studied, including Digi maps and how these broaden our understanding of the land and how it is/was used- as well as the impact of these uses</p> <p><b>Geographical Fieldwork</b><br/>Explore the local area with key foci identified and be able to make comparisons with how the area looked throughout history- what did it look like compared to what it looks like now? How did these changes come about? How does this affect the local area now?</p> | <p>used- commenting on views</p> <p><b>Formal Elements</b><br/>What techniques do existing artists use? Watch examples of these formal elements to practice</p> <p><b>Pencil and Brushstrokes</b><br/>Use of both to create an effect in sketching and drawing different elements of the flower</p> <p><b>Colour, shade, tone and tint</b><br/>How are these elements used in drawings of flowers in different ways? Colour mixing and palettes</p> <p><b>Learning from other artists</b><br/>Look at a range of different styles and identify a style they want to explore, giving reasons for their choice(s)</p> <p><b>Learning from evaluation</b><br/>Use of art books and evaluation of self and others throughout</p> |  |
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| Vocabulary | <p><u>CORE WORDS</u><br/>parent plant<br/>tuber<br/>runner</p> | <p><u>CORE WORDS</u><br/>Noble Eightfold Path<br/>Dharma<br/>awakening</p> | <p><u>CORE WORDS</u><br/>Maritime<br/>suffragette<br/>pioneering</p> | <p><u>CORE WORDS</u><br/>topographical features<br/>land use<br/>grid references</p> | <p><u>CORE WORDS</u><br/>technique<br/>style<br/>effect</p> |  |
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|  | asexual<br>sexual<br>life cycles<br>eggs<br>live young | <b>Vaisakha Puja</b><br><b>Vesak/Wesak</b><br><br>enlightenment<br>Buddha | significant | <b>compass</b><br><br>countries<br>cities<br>physical<br>human<br>changes over time<br>patterns<br>sustainability | opinion<br>choice<br>impact<br>practice<br>sketch<br>observe |  |
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| Opportunities for interlacing | <b>Geography is the key driver for this half term as children bring together and focus on their locality (Kent and the region of South East England). Although every subject should be taught discretely with core knowledge and skills taught explicitly, there is much scope for elaboration across subjects to support deep learning and longer term recall should be actively sought, returning to knowledge gained last half term, before continuing to elaborate on the long lasting impact of these civilizations on today's society. Children's sense of chronology is further developed and core concepts, such as, pioneering women and crime and punishment at sea are pursued through historical enquiry about the history of our local area. Children are encouraged to consider changing values through different perspectives particularly through the changing role of women. In art, children continue to develop their painting skills. R.E. is taught discretely with a return to Buddhism. P.E. is taught through P.E. Champions; as ever, children should be encouraged to be aware of their bodies and the importance of physical exercise. Music is taught through Charanga.</b> |  |                                                        |                                                                                                                          |  |  |
| Modelled Outcomes             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |  | Persuasive Guide to Kent<br>Biography of A Suffragette | Stories about the county of Kent - Kent's Strangest Tales:<br>Extraordinary but true stories from a very curious county. |  |  |

P.S.H.E. is taught through the Dimensions Scheme of Work; P.E. is taught through P.E. Champions; Music is taught through Charanga